DOCUMENT RESUME

ED 258 657 JC 850 372

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TITLE ECC's Future: Picturing the Possible.
INSTITUTION Elgin Community Coll., Ill.
PUB DATE Apr 84
NOTE 58p.
PUB TYPE Reports - Research/Technical (143) -- Viewpoints (120)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *College Planning; Community Attitudes; Community Colleges; Employee Attitudes; *Futures (of Society); *Long Range Planning; Organizational Objectives; Two Year Colleges

ABSTRACT

This report by the President's Planning Commission at Elgin Community College (ECC) presents two visions of the college's future based on community and staff views of how the college should develop and provides goals to help realize these visions. First, the report presents the basic planning assumptions, or megatrends, on which the scenarios for development are based. The next section discusses major environmental trends for society for 1986 through 1989 as gleaned from data generated by 250 community experts at a Community Futures Forum held at ECC in fall 1984. Then, the report identifies key institutional trends as seen by 30 college administrators with respect to enrollments and student characteristics, curriculum, college costs, staffing patterns, finances, student services, community relations, and facilities. Then, two preferred ECC futures are presented based on the synthesis of 977 preferred future statements from students, faculty, and staff. The first, which is characterized by moderate change, emphasizes high technology, humanizing the technological society, providing multiple options for students, attracting new students, seeing education as a social priority, and ensuring accountability and funding. The second scenario, based on rapid change, emphasizes multiple options for course work, the importance of the human element, innovative arrangements, and decentralization. Finally, the report presents eight action goals for 1984-85 and four administrative action goals for 1984-85. Appendices illustrate the phases of the future planning process, present scenario statements received from different sectors, list task force members, and include a college profile. (HB)

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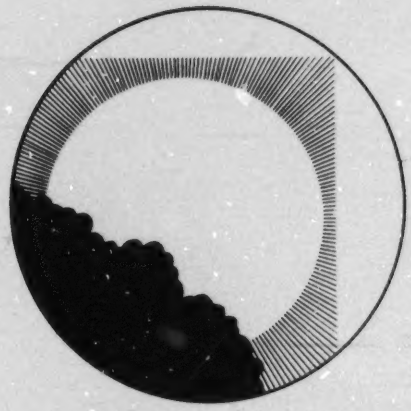

ECC'S FUTURE: PICTURING THE POSSIBLE

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April, 1984 Elgin Community College Elgin, Illinois

ECC'S FUTURE:

PICTURING THE POSSIBLE

Lynn H. Willett and Tom Youngren

Co-Chairmen

The President's Planning Commission

ELGIN COMUNITY COLLEGE

ELGIN, ILLINOIS

APRIL, 1984

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PREFACE

The materials contained in this report comprise the Long-Range Planning document prepared for Dr. Searle F. Charles, President.

The Long-Range Planning effort was initiated by Dr. Charles during the early Summer of 1983 when he invited and designated twelve staff members to work on the President's Planning Commission. The members of the Planning Commission were:

John Bradburn
Searle Charles
Ed Haring
Travis Houser
Judy Jobe
Nick Mavros
Jack McCrary
Liz O'Connell
Mike Shirley
Jack Weiss
Dorothy Wiese
Lynn Willett
Tom Youngren
Carl Zeigler

Throughout the 1983-84 academic year this Commission researched, compiled, analyzed and concluded its activities by producing the materials found in this document. The Commission utilized a variety of strategies and techniques to involve community groups, staff, and students. Thus, a broad participation existed and a diverse set of ideas elicited. The techniques and strategies used in this process are known as futuring. A brief description of the process is contained in the Appendix.

A large number of staff have been involved in accomplishing this difficult and complex task. These staff are listed with their specific roles in the Appendix. Also found in the Appendix is a listing of people who participated in each activity and also identified is a measure of what was produced.

The foundation for strategic planning has been established to make it a key activity which is to be ongoing and modifiable to identify new conditions faced by Elgin Community College

Lynn H. Willett and Tom Youngren, Co-Chairmen
April, 1984

ACTION STATEMENT

This report is an institution's vision of its future. Contained in this report are two sets of planning scenarios which have been derived from the staff who have envisioned responses to various trends which are affecting Elgin Community College and the area of the Fox Valley it serves.

The President's Planning Commission offers these scenarios as blueprints for positive institutional change. In addition to the two blueprints, the Planning Commission has identified twelve action goals which need to be started now. Eight of these goals will be initiated by volunteer task forces comprised of staff who have an interest and willingness to develop a new future for Elgin Community College. The other four goals are viewed as directions the President must devote administrative time and energy in order to accomplish.

Because of the extensiveness of community and staff involvement in the formulation of the scenarios, these statements represent where the staff of the College think the institution should develop. The Planning Commission strongly recommends that the two sets of scenarios be viewed as the basis for planning by the Board of Trustees for Elgin Community College.

Commitment has now been gained. Vision has been clarified. Now, the most important test remains: Do we have the will and can we develop the strategies to carry out the necessary steps so Elgin Community College can realize moderate change first but capture the exciting future envisioned in the rapid change scenario?

MEGATREND EXPLANATION

The planning megatrends on the following page were derived from the community external trend statements and from the institutional internal trends. The President's Planning Commission did this synthesis.

These megatrends are in fact planning assumptions. These assumptions were used as the starting point for the preferred scenario work found elsewhere in this report.

ELGIN COMMUNITY COLLEGE
PLANNING MEGATRENDS (ASSUMPTIONS)

I. "Shifting costs will require students to become financially and educationally more responsible as well as the College to become increasingly accountable--accountability to be seen as financial and educational."

II. "Individuals are being called to become more self-reliant and to seek self-help skills such as wellness oriented behavior while agencies are becoming more decentralized, diversified and self-reliant."

III. "The demographic shift to an older population will be increasingly important in all spheres of life."

IV. "Availability of trained workers and demands for retraining of unemployed workers are key forces stimulating economic growth and are factors affecting the enhancement, creation, growth, and decline of programs. The College will experience a static completion rate in degree and certificate programs."

V. "Demands for increased high quality productivity create pressure on full-time staff to rely more on technology, improve communications, develop new skills, and manage a part-time staff and part-time students in diverse locations."

VI. "The College is moving programming into community centers in response to needs of isolated individuals and demands of groups to enhance quality of life, and through an attempt to cooperate with businesses."

VII. "The trend is from traditional programming and services toward more flexible, diversified, technologically intensive and efficient delivery of educational content and student services."

EXTERNAL TRENDS EXPLANATION

The external trends found on the following pages were gleaned from the data generated by 250 community experts at a Community Futures Forum held at the College on October 1, 1984.

Community representatives from 21 socio-economic sectors brainstormed and described key environmental trends they saw for society during the next three to five years (1986-89).

MAJOR EXTERNAL TRENDS
ECC PRESIDENTIAL PLANNING TASK FORCE

1. Federal cutbacks, limited growth in tax bases and the statis mid-western economy will put great pressure for accountability on social service agencies, education and government.

   -Withdrawal of funding will lead to decentralization and re-examination of priorities as well as limitation on services.

   -Public and agency managers will experience pressure for greater productivity and accountability.

   -Clienteles will continue to press for services and become better organized and more competitive among one another.

   -Public and private sectors will form new cooperative development ventures but also compete for service markets.

   -Tax legislation will continue to be used for social purposes such as encouraging enterprises, charging direct consumers and equalizing allocations among public bodies.

   -Interest groups including the aged, minorities and those seeking health, recreational and educational services will press for public but also search for other resource providers like self help associations, community groups and private contractors.

2. Individuals will choose and/or be forced to take greater responsibility to solve health, emotional and social problems through wellness oriented behavior, self help groups and voluntarism.

   -Cuts in funding from public and insurance sources will move health care responsibility to an area of individual, family and community responsibility.

   -Increased leisure will provide the opportunity for active recreation in physical as well as creative modes.

   -Prevention through better nutrition, exercise, and stress management will help us to more efficiently deal with physical and mental problems in a wholistic manner.

   -A major need will be to gather the volunteer resources to support those among the chronically ill, aged, unemployed and youth, who lack effective financial and/or family resources.

   -Schools, employers and communities must become much more effective in allocating information, time, and facilities to promote better mental and physical fitness.

3. Increased unemployment will put stress on families, social service agencies and local governments.

   -Use of high technology to increase productivity will most heavily displace blue collar workers and provide little room in the work place for entry by women and other minorities.

   -A polarized two class system between the fully employed and the under-employed and permanently unemployed could emerge.

-Local governments will need to deal with the problem as well as with its effects on family and community and workfare may be an option used.

-Social service and church organizations will find themselves giving more care to the chronically unemployed.

-Individuals and groups hoping to cope with and decrease unemployment will have to cooperate to provide basic support, education and training.

4. The demographic shift to an older population will be increasingly important in all spheres of life.

-An increasingly older population will make greater demands for tax reform, opportunities to maintain employment, activity centers, security from harm, and subsidized housing and health services.

-Older persons lacking family care will be vulnerable in a society tending to withdraw institutional care for economic reasons.

-The cost/benefit ratio of prolonging life will continue to be debated in terms of choice and health care delivery.

5. Availability of trained workers and retraining of unemployed workers will be a key to economic growth.

-Training for a technologically and managerially sophisticated environment will be important at all levels of employment and in the public as well as private sectors.

-New cooperative efforts among workers, including their unions, and management to provide resources for training and retraining will be essential.

-Unions will adapt new skills and programs to organize public employees as well as other service workers or lose importance in society.

-Educational institutions must become more involved in insuring basic skills and computer literacy as well as in retraining programs for displaced workers.

-Professional and skilled workers will have upward mobility and experience a high quality of material life and others in society will not.

6. Demands for increased productivity and higher quality on managers as well as workers will be felt in business.

-Management and workers must become more productive to survive tougher foreign and domestic competition.

-Robotics, computers, and workers with flexibility and intelligence will increase efficiency and quality control.

-Specialty manufacturing "and specialty marketing", i.e., niche, will replace economies of scale as the dominant strategy.

-Joint ventures - domestic and foreign - decentralization of large companies, and "contracting out" to small and middle size companies will increase as organizational models.

-Research and development of new materials and processes will receive increased emphasis.

7. Cost of living, especially energy costs, will continue to be of concern to families, business, and government.

-Because of lack of control over other factors, taxpayers will protest and lower or stabilize those taxes they can affect.

-Living with less and alternate life styles like living together to pool resources will be responses to escalating costs.

-The cycle of poverty will be more difficult to break and suffering of those without basic needs will increase.

-Energy efficiency will be a primary means of coping with escalating costs.

-Savings will be more difficult to accumulate and finding investment capital will be a main concern of business as it deals with banks and government.

-Local recreation and entertainment facilities will be improved to meet demand caused by decreased travel.

8. Personal isolation and quality of life in the community will be concerns for families, social service organizations, and educational institutions.

-Family stress and breakup will continue to place heavy demand on social service, educational and governmental institutions.

-The need to cope with abusive behavior including drugs, alcohol, t.v. passivity and physical violence will be great.

-Alienation and personal isolation because of illness or just physical circumstance, such as being elderly and alone, will affect large numbers of people.

-Volunteer organizations, especially churches, will be expected to play a major role in creating support structures for people with problems as government reduces services.

-Communities as a whole will need to revitalize themselves to promote social cohesion and mutual efforts at solving problems in new ways.

9. Developing greater technological sophistication, better management techniques, effective use of information services and increased computer literacy are the dominant problem solving forces identified in the study. This is a combination of smaller categories identified very specifically but their importance was implicit in the first eight major trends as well.

-High quality education and open access to it especially in areas of basic skills and computer literacy, will be essential at all stages of life.

-Managerial skills will be developed to promote more cooperative labor relations and worker participation in productive decision making as well as quality control.

-Constructive, creative rather than passive use of increased leisure time will create a major market for educators, media professionals, cultural and entertainment producers, and entrepreneurs.

-Effective choice making and ability to sort and select from a vast array of information at work and in personal life will be very useful.

-Bilingual ability, especially in Spanish, will be an increasingly important skill.

INTERNAL TRENDS EXPLANATION

Thirty College administrative staff identified key institutional trends which had been occurring in their respective areas during the past three years (1980-83). These staff identified 284 key trends and from these ten major internal trend statements were developed

MAJOR INTERNAL (ECC) TRENDS

1. CREDIT ENROLLMENT HAS REMAINED STABLE WHILE ENROLLMENT WITHIN PROGRAMS HAS FLUCTUATED GREATLY. GRADUATION AND CERTIFICATION HAS REMAINED CONSTANT.

   -College credit hour enrollment has remained constant during 1981-82 and 1982-83.

   -Each year more district residents are enrolled than during the previous year because more students are taking fewer credit hours (average is 7 hours per student) and more district residents are involved in lifelong learning through non-credit programs.

   -College credit enrollment historically has averaged a yearly 5% growth rate over a five-year period.

   -The number of students graduating or receiving certificates has remained the same for the past few years. Only 13% of the student body gets a degree/certificate over a five year period.

   -Significant credit hour growth has occurred in data processing, speech, HVAC, electronics and culinary arts.

   -Enrollment has slipped in lower level English-As-A-Second-Language in Adult Basic Education (reading and math).

   -New enrollment potential exists in high school drop-outs, minority students and older students.

   -New delivery systems have shown credit hour increases in telecourse and outreach.

   -Summer school enrollment has significantly increased each of last three years.

   -Currently one out of four non-credit students enroll in a credit program after first starting in non-credit.

   -Interest in and graduation from nursing program remains high.

2. ELGIN COMMUNITY COLLEGE IS A PRIMARILY WHITE, PART-TIME, MORNING AND EVENING ATTENDING STUDENT BODY WITH LARGE NUMBERS OF STUDENTS WHO DO NOT ENROLL CONTINUOUSLY SEMESTER TO SEMESTER.

   -Staff interest and implementation of student assessment has increased.

   -Seventy percent of outreach (non-credit, credit) and telecourse enrollments are white and female.

   -More students are using delayed tuition payments.

-The high school pool of students is shrinking state-wide but is stable locally.

-Over 3,000 credit students do not return the next semester. Many students (50% of first time enrolled) attend only one semester and never return.

-Twenty percent of adult district population has 8th grade education or less.

-Demands for detailed reports on student characteristics and for internal institutional research have increased.

-Awareness of the learning disabled and English-As-A-Second-Language (ESL) student population has increased.

-Special Services has moved from predominant ESL student population to a heterogenous student retention project. This area has served as a funnel for ESL students into regular ECC programs.

3. CURRICULUM DEVELOPMENT EFFORTS HAVE BEEN FOCUSED ON HIGH TECHNOLOGY. THE DEVELOPMENT OF ALTERNATIVE DELIVERY METHODS HAVE EMPHASIZED TELECOURSE, OUTREACH AND VARIABLE CREDIT CLASSES.

-More instruction has been demanded through non-traditional means: telecourse, flex-time scheduling, workshops and internships.

-The majority of curricular offerings have been offered in the same sequence at the same time and the same content.

-Curricula has become more sequential with enforcement of pre-requisites.

-Vocational programming is responding to costs and competition through joint agreement.

-An increasing number of local non-educational agencies are competitively offering educational activities.

-Pressure is increasing for ECC to serve a stronger role in job placement.

-Changes in programming have been stimulated by automation, especially in CAD/CAM, word processing.

-Fox Valley is viewed as a growing area both in population and in economic activity.

4. THE INCREASING COSTS OF THE COLLEGE ARE BEING SHIFTED TO THE STUDENT WHILE STATE AND LOCAL TAX-BASED SUPPORT REMAIN CONSTANT. AT THE SAME TIME THE BUDGET IS CAUGHT BETWEEN PRESSURES TO DECENTRALIZE AND EXPAND WHILE THE COSTS OF GOODS AND SALARIES RISE.

-The local property tax has not grown nor has state aid during the last three years.

-Student contributions to support of education are increasing with major tuition increase.

-Financial aid is now spread to a larger eligible student group.

-State and Federal grants remain while other resources are being pursued: private industry for equipment and private foundations for project support.

-Expansion to off-campus rented building strains the building fund and operating budgets.

-There is a need for more staff understanding of budget.

-Energy costs have remained stable.

-Operations (housekeeping and maintenance) is caught in middle of expansion and budget restraints.

5. PART-TIME STAFFING, CHANGING COMMUNICATION STRUCTURES, FULL-TIME EMPLOYEES EXPERIENCING HEAVIER WORKLOADS AND MORE ACCOUNTABILITY WITH DEMANDS FOR STAFF-DEVELOPMENT HAVE BROUGHT THE COLLEGE TO A CHALLENGING CROSSROADS.

-There is more acceptance on part of various college groups for collective bargaining.

-There is more involvement of classified and associate staff in college communication.

-Faculty have been more directly involved in communication through the Board-Faculty Committee and the College Community Council.

-There is increasing difficulty to recruit full-time faculty in technology program areas due to salary differentials between industry and college.

-Full-time staff are stretched by demands of increased loads. Supervision of part-time employees, decentralization of campus and communications and increasing class sizes.

-There is a more militant attitude by non-administrative staff on welfare issues.

-Several staff development initiatives have been tried. Non-professional employees are expressing need for involvement. Administrative involvement in HEMI staff development activities has decreased.

-More staff are requesting computer literacy.

-Full-time faculty involvement in individual, independent projects has increased.

-The business office is now fully handling all non-credit processing with existing staff.

6. REGULATIONS ARE MORE STRINGENT IN THE AREAS OF FINANCIAL AID, PERSONNEL AND CONTRACTUAL SERVICES.

-Financial aid regulations require more recordkeeping and decision-making on the institution's staff.

-Telecourse consortium arrangements entail increased complex and legal relationships.

-There is increased internal administrative time spent on purchasing procedures.

-There is increased staff sensitivity to affirmative action procedures.

7. THE COLLEGE'S STUDENT-ORIENTED SERVICES ARE DIVERSIFYING AND RESPONDING TO ACCOUNTABILITY DEMANDS.

-More new student activities are offered, e.g., big screen TV, special events programming, ticket outlets.

-Residency requirements are tightening for athletic competition.

-Bookstore and Food Service profits have increased.

-Business office is providing more service and longer hours.

-Bookstore is selling more books, and has initiated a mail book ordering process.

8. STUDENT AND STAFF SUPPORT SERVICES - USING AUTOMATION - ARE DIVERSIFYING AND INCREASING EFFICIENCY.

-There is increased use of on-line searching and video cassettes.

-Staff and student requests of inter-library loan have increased.

-The Admissions Office has automated a number of its recordkeeping functions.

-There is an increasing staff interest in use of computers for educational use.

-There is more on-line programming with accompanying increases in user-responsible data entry and need for terminals.

-Responsibility and accountability for data entry and verification is on the user.

-ECC and U-46 joint data processing has been an efficient and cost saving partnership.

9. THE COLLEGE HAS DIVERSIFIED AND DECENTRALIZED BY GOING TO LOCAL COMMUNITIES VIA OUTREACH TO AREA SCHOOLS AND VIA ECONOMIC DEVELOPMENT ACTIVITIES TO LOCAL BUSINESSES.

-The College has established extensive off-campus learning opportunities at Fountain Square and Lakewood and at other locations during the evenings.

- The loss of local industry has stimulated college involvement in a variety of local economic development activities with area businesses.

- Growth in numbers and types of small business is rapidly occurring.

- More educational programming is provided for school-age youth due to public school financing problems.

- New industrial-college relations are occurring through equipment donations and commercial contracting - using ECC high tech equipment.

10. FACILITY CHANGES REFLECT THE ADDITION OF OFF-CAMPUS RENTAL SPACE AND RE-ORGANIZATION OF SPACE ON MAIN CAMPUS.

- The College nas rented over 100,000 usable square feet at two off-campus locations (Fountain Square and Lakewood).

- Educational utilization of space at all sites is on a five day, four night basis.

- Space on the main campus is needed for expansion of technical programs and culinary arts.

- Main campus roofs and heating-ventilating-air conditioning units need repair and/or replacement.

SCENARIO I - EXPLANATION

Students, faculty and staff were invited to identify their preferred future responses to the seven planning megatrends. Dr. Ron Lippitt describes the preferred future scenario process "...as an activity which does not advocate any particular future for an area but instead uses a special procedure to permit all ideas to be shared, assessed and organized to take action. Choosing preferred futures is a more positive procedure than 'waiting for the future to happen' and then having to organize and cope with it. Many of the best ideas and human energies of a community never get used or activated because only a few are involved in the planning action." As a result of ECC's process, a total of 977 preferred future scenario statements were described.

These 977 preferred futures were sorted and analyzed by the Planning Commission. Two significant patterns emerged from the preferred futures: one, was a set of statements characterized as "moderate change"; the second, was a set of statements described as "rapid or aggressive change."

The following pages contain the moderate change statements.

SCENARIO I - MODERATE CHANGE

I

The Emphasis on Technology
or
High Tech

Athough there remains some apprehension about the limitations of computers and about unrealistic expectations regarding their use, computer courses and equipment are available and students, faculty, staff, and administrators understand and use computers competently.

A. Students study computers to prepare for jobs in data processing, but also use computers to study traditional disciplines (e.g., accounting, nursing, journalism, office procedures, chemistry).

B. Services to students are enhanced by computerized communications (e.g., on-line bibliographic searches in the LRC, increased access to financial aid information, direct access to information regarding program requirements).

C. Faculty and staff use computers to improve intra-college communications, eliminate paper work, and to perform certain job functions from their homes.

Humanizing the Technical Society
or
High Touch

Many participants expressed concern that as we become increasingly technologically oriented, we may tend toward isolationism and fragmentation. We may lose sight of our need to respond to each other and of our need to be part of a global community. To address such concerns, participants suggested a re-emphasis in the curricula on those humanistic disciplines which have traditionally helped us to draw attention to our feelings, to the distinctive nature of the human being, to the human need for interdependence, and to the human need for moral development. In addition, participants urged that we move toward humanizing our physical work environment and nurturing among the faculty, administration, and staff effective interpersonal skills.

A. The need for humanism is addressed throughout the curriculum.

1. Traditional liberal arts and science courses are re-emphasized particularly literature, fine arts, history, and ethics.

2. Problem solving and critical thinking are stressed.

3. Interdisciplinary courses or those with a "global" awareness are stressed.

4. Communication skills are stressed throughout the curriculum.

5. Faculty contact is seen as vital in the instructional process.

6. Personal counseling focuses on helping students build relationships and find a place where they can "belong".

B. Faculty, staff, and administrators work to humanize the work environment.

1. The physical environment is made more comfortable, e.g., outdoors is integrated with indoors, campus has less of a commuter college image.

2. Several internal communication systems operate to keep all parts of the college informed.

3. There is cooperation among all offices and departments; we take time to be courteous to each other; there is an esprit de corps; we work toegether to accomplish common goals.

Multiple Options
or
Something For Everyone

In order to attract new students and to be more responsive to present students, ECC has increased students' options regarding all aspects of the curriculum. This emphasis has led to renewed interest in academic standards so that diversity does not become mediocrity. In addition, there is a heightened awareness that students may need more direction in choosing from among the options--hence the emphasis on assessment.

A. The curriculum has been changed to expand options.

1. The content of courses and programs change.

   a. There is a greater variety of skills training.

   b. Courses emphasize life enrichment (e.g., physical education for older students), courses are created which focus on developing a positive self-image.

   c. More specialization in more diversified areas is available.

2. Time constraints are eased.

   a. There are more courses offered with flexible entry/exit and there are more short-term training programs.

   b. The instruction day is lengthened, the quarter system replaces the semester, and more weekend classes are held.

   c. Courses are expanded to accommodate need for more "hands on" time.

3. Methods of delivery change.

   a. Courses are modularized and offered for variable credit.

   b. Courses are more experiential and the active role of the learner is emphasized.

   c. More courses are offered via television, CAI*, and independent study.

   d. Regardless of delivery method, teaching goals are well defined and readily available to students.

B. Services and academic support areas emphasize flexibility.

1. Services and hours are adjusted to meet changes in instructional scheduling and format (e.g. services may be offered 24 hours a day).

*CAI - Computer Assisted Instruction

2. Day care is expanded.

C. Assessment and advising are emphasized to help students choose wisely and to ensure accurate academic advisement and placement.

1. Basic skills (math, reading, composition) assessment will be required.

2. Assessment of prior learning has been systemized so that older students, in particular, can convert experience to credit in order to reach their goals more quickly and so that all students can be assured of correct placement.

3. Aptitude testing has been re-emphasized in order to help students make more appropriate career choices.

4. Academic advising is required and faculty and administrators are assigned students as advisees.

5. An educational plan is on file in the computer which include an evaluation of credit earned elsewhere as well as relevant experience.

D. Academic standards are reemphasized.

1. An academic policies committee has been established which not only maintains academic standards, but also serves as a watchdog against practices which could be restrictive and punitive.

2. Admission standards to some programs have been raised and have been established for others.

Outreach to Attract New Students
or
Reach Out, Reach Out and Touch Someone

A major goal has been to actively diffuse higher education activities and increase their relevance and accessibility throughout District 509. ECC is serving a higher percentage of the residents of the district and is attracting a more diverse student body.

A. Outreach efforts have focused on attracting a more diverse student population:

1. older students,
2. members of minority groups, including both native and non-native English speakers,
3. adults returning for re-training,
4. workers in local industries who may receive training at the job site.

B. Outreach methods have included:

1. increased commitment to cooperation with business and industry,
2. decentralization through outreach centers (more services and equipment available),
3. creative curricula which address needs of a diverse population (NOTE: see Multiple Options),
4. re-focus of services to meet needs of diverse population.

Education as Social Priority
or
Have You Hugged Your Staff Today?

Faculty members wish to improve the general image of education and teachers within the society. They see more involvement in the community as one way to do that, but they also feel national, state and local leaders should promote the concept of quality education as a critical investment for our society to make. Staff, as well as faculty, are concerned that the administration and board are not fully appreciative of their efforts.

A. Faculty and staff seek appreciation for their work:

   1. from the public and see increased involvement in the community as one way to foster credibility for higher education,

   2. from the administration and board.

B. Greater appreciation should manifest itself in:

   1. better salaries and ways to advance professionally (other than becoming an administrator),

   2. a vigorous, funded, staff development program which encourages re-training and creative approaches to curriculum,

   3. the recognition of the importance of the work of faculty member which results in a willingness to hire full-time faculty members and to adequately supervise part-time faculty members,

   4. improved relations between faculty and the board.

Accountability, Funding, and Politics
or
Getting the Buck to Stop Here

Faculty and staff are concerned about secure, stable funding for the college and see political involvement and increased efforts at accountability as means to that end.

A. We must persuade the public that stable, adequate funding for higher education is important. We do that through validating and publicizing our performance.

   1. Accountability must be demonstrated in the following ways:

      a. the curriculum must be relevant and the quality of instruction and programs must remain high,

      b. programs, services and staff positions are evaluated in terms of costs and benefits to ensure efficiency,

      c. programs are marketed on basis of an objective needs assessment.

   2. Political action must become a conscious effort so that the entire college community is working to educate political leaders of importance of adequate funding.

B. New sources of funding are pursued to replace lost and to provide new revenue directly to the college and indirectly to the college through aid to students.

   1. ECC foundation is actively raising money and soliciting gifts of equipment.

   2. ECC is cooperating with local businesses and industry to share staff, equipment, and to avoid duplication of services.

   3. All areas of the college have been made more efficient.

      a. For example, increased efficiency has reduced building costs, eliminated duplication in credit/non-credit programming, allowed us to submit state claims in such a way as to maximize funding, eliminated administrative positions in order to fund full-time faculty and support staff positions, all of which has allowed us to reallocate funds more appropriately.

      b. Increased efficiency also contributes to our credibility and accountability which has an indirect effect on problems of funding. (See A, 2 above).

4. Students pay a larger share of their educational costs through increased tuition and fees.

5. Federal and state student aid is increased along with increased funding for work study. (See Political Action, A,2).

SCENARIO II - EXPLANATION

The following pages describe the rapid or aggressive change ideas gleaned from the 970 preferred scenario statements.

SCENARIO II

ECC Undergoes Rapid Change

ECC needs to continue its aggressive move into the Information Society, using new technology to better manage education while performing the traditional role of the community college which is to make both liberal and vocational education accessible to all segments of the community.

I. ECC will have reorganized itself in such a way as to make multiple Options for completing course work more available to students and multiple options in completing contractual obligations open to staff. (The material showed strong emphasis for multiple options.)

   A. The time format within which courses are offered will vary but will be designed to provide year round, 24 hour delivery of all essential educational services.

      1. The basic unit will be the equivalent of our 2 semesters rescheduled into four quarters offered year round with each quarter equivalent to a traditional semester.

         a. Teacher loads will be adjusted from the traditional basis to provide the option of renewal time or extra work.

         b. Support services and access to skilled staff will be equalized for all enrollment periods.

         c. All main campuses and community centers will provide day, evening and weekend availability of total offerings.

      2. Variable Entry/Variable Exit course access will be available throughout the calendar and 24 hour periods.

         a. Life long learning will be facilitated by flexible scheduling.

         b. Short term courses will be initiated to meet employer training needs and needs of students for self fulfillment.

         c. Single course offerings and modularization to allow single skills learning will increase flexibility of curriculum.

II. High technology applications of data processing and telecommunications will be used to accomplish traditional as well as evolving educational goals.

   A. Computer literacy has become a fundamental skill for all students and staff members.

      1. Effective use and accessibility will be major considerations in determining our use of data processing technology by all employees and students.

B. Liberal Arts will contribute expertise in reasoning skills and a humanistic perspective to direct the application of technology in achieving larger goals.

1. The emphasis will shift to using information retrieved from data systems with an emphasis on human concerns.

C. Access to information and learning for untrained persons will remain a major concern for community college educators.

1. Microcomputers must be readily available to all students and training in use of computers.

2. A telecommunications center with access to information utilities is a basic tool of education for use by students and staff.

D. Computers will be used to facilitate learning.

1. Assessment for enrollment will be based on information processing of test data, learning styles, etc. and performance in classes will be based on computerized examinations.

2. Teachers will be dealing with larger numbers of students but able to spend more time in personal contact with them.

a. Teachers will have access to data processing generated test banks.

b. Students will use CAI* facilities for remediation and self study resources.

3. Teachers will be performing some job functions from home via computers, and interactive linking of campus with remote locations will be in place.

III. The human element in education of students and among the educators will become far more important as reliance on technology increases.

A. Liberal Arts courses and insights presented in other formats will become increasingly important.

1. Students in large numbers will seek knowledge and skills for creative use of free time.

2. Communications and interpersonal skills in addition to technical expertise will be basic to career success.

B. Interdisciplinary activity within the college and community commitment outside will be responses to the desirable and satisfying holistic approach to student and staff needs.

1. A sense of community and belongong will motivate college actions.

* Computer Assisted Instruction

C. Decisive steps must be taken to preserve the sense of individual worth and accomplishment among both students and staff operating in a high tech environment.

1. A vigorous prior learning assessment* will be generating 10,000 credits per year.

2. Individual and interdisciplinary projects and accomplishments will be actively fostered by administration and recognized by colleagues in a vital learning community.

IV. Innovative arrangements to provide educational services will lead to contractual arrangements which minimize long term investment as a major addition to more aggressive traditional revenue seeking.

A. Agreements with business and industry will be mutually beneficial to the college, employers and employees.

1. ECC and businesses will budget and donate to support training of a short term nature and these activities will sometimes use business facilities and resources in sharing arrangements to avoid duplication of expenses.

a. Trainers' and portions of educators' salaries will be shared responsibilities.

b. Long range planning skills (futuring) in cooperation with ECC will be of major interest to employers.

B. Employees of the college and other entrepreneuers will be contracted for special short term services when long term investment in employees or equipment is not practical.

1. An option in dealing with employees will be "profit sharing" arrangements based on a share of service fees to outside clients.

C. Sharing arrangements with K-12 districts in District 509 will allow for more economical provision of special services for which professional staffing, facilities, and equipment would not otherwise be cost effective.

D. ECC will utilize volunteer work/expertise from retired people and other community based resource groups.

E. Public support will be increased due to local appreciation of our high productivity through lobbying at the state level and through legislation to provide new tax and funding sources.

V. Decentralization will be operating in response to the breakup of hierarchic organization both within the college and in the community.

A. The full-time instructional role will have evolved into that of quasi managerial coordinator of curriculum and staff with significant sharing of authority.

*Awarding of college credit for work experiences which have academic equivalents.

1. Evaluation will be used to retain a small group of full-time faculty who concentrate their activity on providing learning for a maximum number of students with the help of an even more drastically reduced number of administrators.

B. Interdisciplinary teaching and networking will increase the effectiveness of streamlined, less hierarchic organizations.

1. Use of volunteers, a holistic approach to curriculum as well as educational management and greater student-teacher cooperation will exist.

C. ECC will be more service oriented in terms of emphasizing practical needs of students, district employers and retired citizens. Helping people cope with changes in society and maintaining strong retention rates will be major goals.

VI. A program of self-actualizing, person-centered curriculum will be incorporated into all certificate and degree programs.

A. Self-fulfillment will be encouraged through emphasis on holistic concerns with nutrition, fitness, effective use of leisure time and stress management.

B. ECC will continue making a strong effort to reach and aid those persons initially held back by the increasingly bilevel society made up of few haves and many have nots.

1. Foreign language and/or cultural training will be in demand.

2. International resources for collaborative learning will be available through telecommunications and travel opportunities.

VII. Elgin Community College will continue to develop as a more efficient, flexible organization which maintains traditional educational values but conducts educational processes in a manner more tailored to individual, business, and community needs.

ACTION GOALS EXPLANATION

All staff, Board and Student Senate were invited to read, prioritize and volunteer to work on the scenario activities. One hundred forty six of these people returned the scenario statements. Staff were instructed to "vote" for ten statements which they felt the college should begin action immediately. The following eight action goals will be the focus of volunteer task forces during the 1984-85 academic year.

ACTION GOALS FOR 1984-85
TASK FORCE ASSIGNMENTS

1. Faculty, staff and administrators work to humanize the work environment, create more courteous relations among us, and work together to accomplish common goals.

   -Appreciation for our work is sought from Board and public.
   -Several internal communications systems operate to keep all parts of the college informed and accessible to one another.
   -All offices and departments cooperate.
   -An esprit de corps is established.

2. The need is met for addressing throughout the curriculum, humanism, reemphasizing traditional liberal arts and science courses--particularly literature, fine arts, history and ethics, and teaching communications skills of reading, speaking, listening and writing.

3. Computer literacy becomes a fundamental skill for all students and staff members and computer use is extensive.

   -Students prepare for jobs in data processing but also use computers to study traditional disciplines (e.g., accounting, nursing, journalism, office procedures, chemistry).
   -Faculty and staff use computers to improve intra-college communications, to eliminate paperwork, and to perform certain functions from their homes.

4. More personal, student centered approaches are developed (by staff).

   -Personal counseling helps students build relationships and find a place they can "belong".
   -Faculty-student contact becomes a vital part of the instruction process.

5. ECC increases its efforts to service practical needs of students, district employers and retired citizens.

   -Strong retention rates are to be achieved.
   -Outreach efforts attract a more diverse student population.
   -People will be helped to cope with changes in society.

6. The public must be persuaded that stable, adequate funding for higher education is important.

   -We more effectively validate and publicize our performance.

7. Academic assessment, advisement and placement systems are developed to help students choose wisely and reach goals more quickly.

   -Assessment and correct course placement systems are created and operating.

-Assessment of prior learning is systemized so older students, in particular, can convert experience to credit.
-Faculty and administrators must participate as assigned advisors to students.

8. Academic standards are reemphasized and curriculum is evaluated to strengthen relevance as well as quality.

ADMINISTRATIVE ACTION GOALS EXPLANATION

The following page lists four action goals which the Planning Commission has referred to the President for administrative and Board attention. The Commission felt that these goals could best be attained by the President's direct attention and direction.

ADMINISTRATIVE ACTION GOALS FOR 1984-85

1. Professional advancement and salary improvement are formally encouraged by a career development plan, other than the traditional route of individuals entering administration.

2. Retraining of staff and revitalization of curriculum are facilitated by a vigorous, better funded staff development program.

3. Students gain access to critical information-services by computerized communications (e.g. on-line bibliographic services in the LRC, direct access to course, program, and degree requirements, and increased access to financial aid information).

4. Commitment is made to recognize the importance of faculty contributions by hiring full-time faculty and facilitating adequate supervision of part-time faculty.

APPENDIX

A PLANNING PROCESS UTILIZING FUTURING TECHNIQUES

(A Summary)

Elgin Community College staff have been engaged in a planning process during the 1983-84 academic year. The purpose of the process is to utilize external environmental data with internal trends as a basis for projecting response to the future. This process has utilized a variety of participatory and futuring techniques designed to involve all staff. These techniques and strategies can be described in four phases.

I. First Phase: TREND ANALYSIS

A. External Trends (Society)
.Community Forum of 250 community experts identified emerging trends in 21 sectors of society.

B. Internal Trends (College)
.ECC administrative staff identified past organizational trends.

C. Megatrends (or Planning Assumptions)
.Planning Committee developed seven ECC megatrends from the Society and College Trend Information.

II. Second Phase: PREFERRED SCENARIOS (Institutional Responses)

A. Future Preferred Scenarios (responses) to megatrends were identified by faculty, staff and students.

B. A total of 970 individual preferred scenarios emerged.

C. The 970 scenarios were re-written into two major scenario statements:

a. One represented "Moderate" change.

b. One represented "Aggressive" institutional change.

III. Third Phase: CONSENSUS

.The two sets of scenarios were sent to all staff, faculty, Board and Student Senate for priority ranking.

.A total of 146 sets were returned out of 220 (66% return) distributed.

.Twenty seven statements received large enough staff support to be used for action planning.

IV. Fourth Phase: ACTION PLANNING

.Task Force leaders will develop action plans (this Spring) to begin process of responding to preferred scenarios.

.A second Community Forum is scheduled for April 28, to feed back results of planning process.

LHW
April 2, 1984

PLANNING COMMISSION OUTPUT

Phase I - Trends

I. Community Futures Forum

Total number of trends	281
Final major external trends	96

II. Administrative Trends

Number of trends for all administrators	284
Final major internal trends	10

Phase II - Preferred Scenarios

III. Megatrends - 7

IV. Classified/Associate Staff Preferred Futures

Number of statements on "issues"	86
Number of statements on megatrends	62
Total	148

V. Student Scenarios

Number of statements	88

VI. Faculty Preferred Futures

Number of statements in workshops	212
Number of statements in interview	360
Total	572

VII. Administrative Preferred Futures

Number of statements via workshop	180
Number of statements via mail	75
Total	255

Grand Total

Preferred scenarios from megatrends	977
Preferred scenarios from "issues"	86
GRAND TOTAL	1,063

LHW
2-8-84

FACILITATORS FOR OCTOBER COMMUNITY FUTURES FORUM

Mich Barbezat
Gary Christensen
Todd Dowrick
Pat Domoulin
Sally Edwards
Angela Futch
Walt Garrett
Sue Golden-Feinberg
John Grady
Bob Hanson
Hersh Hubbs
Dick McConnell
Janice McFarland
Pat Milgrim
Sue Moylan
Jeanne Swanson
Jim Todd
Carol Tomas
Loren Weaver
Jack Wilcox

FACILITATORS FOR ASSOCIATE/CLASSIFIED STAFF

PREFERRED FUTURE SCENARIO WORKSHOP

John Bradburn
Todd Dowrick
Ed Haring
Jack McCrary
Liz O'Connell
Carol Tomas
Dorothy Wiese
Tom Youngren

STUDENT SENATE PARTICIPATION IN FUTURE TRENDS SURVEY

Bret Arnone
Lisa Chiappetta
Robert DeJardin
Todd Gilmore
Jon Gossett
Carol Huckabone
Cheryl Kulas
Eileen McNamee
Peggy O'Brien
Dean Peters
Jacqueline Riley
Steve Schirmbeck
Greg Schneider
Tom Schrey
David Starshak
Garrick Veidel

FACULTY PREFERRED SCENARIOS

CAMP TU ENDI WEI FACILITATORS

John Bradburn
Gary Christensen
Walt Garrett
Rick Green
Liz O'Connell
Nancy Rooker
Dorothy Wiese

WRITING TASK FORCE FOR RAPID CHANGE SCENARIO

Susan Golden-Feinberg
Dorothy Wiese
Tom Youngren

WRITING TASK FORCE FOR MODERATE CHANGE SCENARIO

John Bradburn
Ed Haring
Travis Houser
Judy Jobe
Jane Lehmann
Jack McCrary
Liz O'Connell
Mike Shirley
Ted Spella
Larry Taylor
Tom Youngren

WRITING TASK FORCE FOR INTERNAL TRENDS

Susan Golden-Feinberg
Jane Lehmann
Pat Milgrim
Larry Taylor

WRITING TASK FORCE FOR EXTERNAL TRENDS

John Bradburn
Susan Golden-Feinberg
Sue Moylan
Mike Shirley
Jack Weiss
Dorothy Wiese
Tom Youngren

ASSOCIATE/CLASSIFIED STAFF STEERING COMMITTEE

Julie Henderson
Russ Lawrence
Ruth Lowe
Donna Post
Dottie Schneider
Joanne Thomas

ENROLLMENT PER SEMESTER
6500 people enrolled in credit courses per semester
4500 people enrolled in non-credit courses per semester

On the average, approximately 25% of every in-district, high school graduating class attends ECC.

PROFILE OF STUDENTS ENROLLED IN COLLEGE CREDIT COURSES/PROGRAMS

Sex	
Female	55%
Male	45%
Race	
Caucasian	86%
Hispanic	6%
Black	4%
Pan Asian	4%
Residency	
Elgin	39%
Streamwood/Hanover Park/Bartlett	17%
St. Charles/Valley View	13%
Carpentersville	9%
Algonquin/LITH	6%
East & West Dundee/Sleepy Hollow	6%
South Elgin	4%
Hampshire	2%
Other	4%
Educational Plans	
Transfer to four-year school	47%
Earn Occupational Degree/Cert.	37%
General Studies	7%
Supplementary Studies	7%
Community Education	2%
Year in School	
Freshman	76%
Sophomore	18%
Upperclassman	6%

Martial Status	
Single	60%
Married	40%
Age	
19 and under	20%
20 - 30	47%
31 - 40	21%
41 and older	12%
High School Attended	
Elgin	12%
Larkin	10%
Dundee/Crown	7%
St. Charles	6%
Streamwood	4%
Jacobs	3%
St. Edward	3%
Hampshire	1%
Central	1%
Other in Illinois	25%
Other not in Illinois	19%
Academic Load	
Part-time (less than 6 hrs.)	50%
Half-time (6 - 11 hrs.)	32%
Full-time (12 or more hrs.)	18%
Enrollment Status	
Entering ECC the first time	26%
Returning after at least 1 sem.	17%
Transferring from another school	8%
Continuing	49%

Approximately 500 people received a degree or certificate every year.
Approximately 50% of our students "stop-out" for at least a semester
10 - 12% of the student body drops-out within a semester
Approximately 16% of our students uses some form of financial aid to begin or continue their education

ZONE I Main Campus/Fountain Square

	ELGIN (60120)	SOUTH ELGIN (60177)	ZONE TOTAL
Population	67,798	6,218	70,016
% growth since 1970	14.6%	45%	
Projected Population(2005)	97,206	9,805	107,011
18 years +	72% (48,814)	68% (4,229)	53,043
65 years +	12% (8,136)	9% (560)	8,696
Median Age	29 yrs.	29	
Female	52%	51%	
White	55,748	6,005	
Black	4,206	55	
Hispanic	6,259	252	
Other	3,844	158	
Households	24,897	1,957	
Median Income Per Family	$23,193	$23,706	
% H.S. Grads (Age 25+)	69.1%	66.9%	
% College Grads (Age 25+)	16.2%	9.5%	
Not in H.S. & did not graduate (ages 16-19)	20.4%	6.5%	

Credit Course Enrollment			
1st Day 5816	2238 (38%)	211 (4%)	2449 (42%)
10th Day 6051	2338 (39%)	219 (4%)	2557 (42%)
Mid-Term 6300	2485 (39%)	227 (4%)	2712 (43%)
Final			
% of Adult population	5%	5.4%	5.1%
Non-credit Enrollment 4213	1389 (33%)	115 (2.7%)	1504 (35%)
% of Total population	2%	1.8%	2.1%
Total Enrollment	3874	342	4216
% of Total population	5.7%	5.5%	6%

Community demographics based on 1980 U.S.Census
Enrollment figures obtained from the ERS 3333
Population Projections from the Northern Illinois Planning Commission

April 1, 1984

ZONE II Streamwood High School (all 60103)

	STREAMWOOD	HANOVER PARK	BARTLETT	ZONE TOTAL
Population	23,456	28,850	13,254	65,560
% growth since 1970	29%	145.8%	278.6%	
Projected Pop. (2005)	32,279	34,111	24,982	91,372
18 years +	60% (14,074)	63% (18,176)	65% (8,615)	40,865
65 years +	1.7% (399)	1.8% (519)	3.7% (490)	1,408
Median Age	25 years	25 years	27 years	
Females	50%	49%	51%	
White	22,224	26,531	12,412	
Black	172	390	2	
Hispanic	1,213	1,748	23	
Other	1,060	1,929	47	
Households	6,664	9,353	4,217	
Median Income Per Family	$26,947	$27,036	$28,360	
% H.S. Grads (Age 25+)	76.2%	81.9%	82.8%	
% College Grads (Age 25+)	12.8%	18.6%	22.7%	
Not in H.S. & did not graduate (Ages 16-19)	9.6%	21%	12.6%	

Credit Enrollment (for all 60103)	
1st Day 5816	1027 (18%)
10th Day 6051	1057 (17%)
Mid-Term 6300	1082 (17%)
Final	
% of Adult population	2.6%
Non-credit enrollment 4213	587 (13.9%)
% of Total population	.9%
Total Enrollment	1669
% of Total population	2.5%

Community Demographics from the 1980 U.S.Census
Enrollment figures obtained from the ERS 3333
Population projections from the Northern Illinois Planning Commission

April 1, 1984

ZONE VII St. Charles	(60174) ST. CHARLES/VALLEY VIEW	(60184) WAYNE	ZONE TOTAL
Population	17,492/2112 (19,604)	940	20,544*
% Growth since 1970	35.1%/22.6%	64.3%	
Projected Pop. (2005)	30,628/NA	4,193	34,821
18 years +	70% (13,722)/NA	72% (677)	14,399
65 years +	9% (1764)/NA	10% (94)	1,858
Median Age	30 /NA	38	
Females	51% /NA	52%	
Whites	17,157/1,926	937	
Blacks	78/88	0	
Hispanics	474/124	1	
Other	257/98	3	
Households	6,453/NA	499	
Median Income	$27,379/NA	NA	
% H.S. Grads (Age 25+)	80.9%/NA	90%	
% College Grads (Age 25+)	26.4%/NA	NA	
Not in H.S. & did not graduate (ages 16-19)	8.8%/NA	NA	
Credit Course Enrollment			
1st Day 5816	777 (13%)	9 (0%)	
10th Day 6052	824 (14%)	8 (0%)	
Mid-Term 6300	837 (13%)	8 (0%)	845 (13%)
Final			
% of Adult pop	6%	1%	5.8%
Non-credit Enrollment			
4213	475 (11%)	16 (.3%)	491 (11.6%)
% of Total Pop.	2.4%	1.7%	2.4%
Total Enrollment	1312	24	1,336
% of Total Pop.	6.7%	2.5%	6.5%

Community demographics based on 1980 U.S.Census
Enrollment figures obtained from the ERS 3333
Population Projections from the Northern Illinois Planning Commission

*Wasco is also a part of this zone. Census data is not available.

ZONE IV Lakewood

	(60110)	(all 60118)			
	C'VILLE	E. DUNDEE	W. DUNDEE	SLEEPY HOLLOW	ZONE TOTAL
Population	23,272	2,618	3,502	2,00[illegible]	31,392
% growth since 1970	-3.3%	-10.3%	6.3%	15.7%	
Projected Pop. (2005)	32,449	7,056	8,500	2,955	50,960
18 years +	62.3% (14,504)	72% (1885)	74% (2591)	65% (1300)	20,280
65 years +	3% (698)	12% (314)	9% (315)	3.7% (74)	1,401
Median Age	24	33	29	31	
Females	50%	51%	52%	51%	
Whites	22,097	2,587	3,463	1,958	
Blacks	224	1	4	5	
Hispanics	2,141	42	56	16	
Others	951	30	35	37	
Households	7,082	930	1,444	634	
Median Income	$24,224	$26,295	$22,996	NA	
% H.S. Grads (Age +25)	66.4%	73.6%	79.9%	91%	
% College Grads (Age +25)	7.5%	14.7%	21.6%	NA	
Not in H.S. & did not graduate (ages 16-19)	16.8%	1.8%	10.8%	NA	

Credit Course Enrollment	60110	60118	
1st Day 5816	480 (8%)	321 (6%)	801 (13.7%
10th Day 6051	485 (8%)	333 (6%)	818 (13.5%
Mid-Term 6300	538 (9%)	332 (5%)	870 (13.8%
Final			
% of Adult population	3.7%	5.7%	4.3%
Non-credit Enrollment 4213	318 (7.5%)	267 (6.3%)	585 (13.8%
% of Total population	1.3%	3.2%	1.9%
Total Enrollment	856	599	1455
% of Total population	3.7%	7.3%	4.6%

Community demographics based on 1980 U.S. Census
Enrollment figures obtained from the ERS 3333
Population Projections from the Northern Illinois Planning Commission

April 1, 1984

ZONE V Jacobs	(both 60102) ALGONQUIN	LAKE IN THE HILLS	ZONE TOTAL
Population	5,834	5,651	11,485
% growth since 1970	66%	74.4%	
Projected Pop. (2005)	25,181	7,434	32,615
18 years +	65% (3,792)	62% (3,504)	7,296
65 years +	5.3% (309)	3.5% (198)	507
Median Age	29 yrs.	26 yrs.	
Females	50%	50%	
Whites	5,773	5,597	
Blacks	2	12	
Hispanics	67	107	
Others	59	42	
Households	1,959	1,727	
Median Income	$25,731	$26,201	
% H.S. Grads (Age +25)	81.9%	75.8%	
% College Grads (Age +25)	23.7	15.2%	
Not in H.S. & did not graduate (ages 16-19)	1.4%	13.1%	

Credit Course Enrollment (all of 60102)	
1st Day 5816	317 (5%)
10th Day 6051	336 (6%)
Mid-Term 6300	331 (5%)
Final	
% of Adult population	4.5%
Non-credit Enrollment 4312	241 (5.6%)
% of Total Population	2%
Total Enrollment	572
% of Total Population	4.9%

Community demographics from the 1980 U.S. Census
Enrollment figures obtained from the FRS 3333
Population projections from the Northern Illinois Planning Commission

April 1, 1984

ZONE VI Hampshire/Burlington

	HAMPSHIRE (60140)	BURLINGTON (60109)	ZONE TOTAL
Population	1,735	442	2,177*
% growth since 1970	7.7%	278.6%	
Projected Population (2005)	2,973	597	3,570
18 years +	69% (1197)	69% (305)	1,502
65 years +	13% (226)	11% (49)	275
Median Age	30 yrs.	28 years	
Females	50%	48%	
White	1,702	439	
Black	1	0	
Hispanic	39	3	
Other	32	3	
Households	610	155	
Median Income	NA	NA	
H.S. Grads (Age 25+)	66%	71%	
College Grads (Age 25+)	NA	NA	
Not in H.S. & did not graduate (age 16-19)	NA	NA	
Credit Course Enrollment			
1st Day 5816	101 (2%)	18 (0%)	119
10th Day 6051	103 (2%)	18 (0%)	121
Mid-Term 6300	107 (2%)	18 (0%)	125
Final			
% of Adult Pop.	8.9%	5.9%	8.3%
Non-credit Enrollment	239/4312	25/4312	264 (6%)
% of Total Pop.	13.7%	5.6%	12%
Total Enrollment	346	43	389
% of Total Pop.	19.9%	9.7%	17.8%

*NOTE: Gilberts, Pingree Grove, Plato Center, and Lily Lake should be considered in this zone although 1980 census data is not available. In relationship to the population base of the zone, the figures:

		Projected population 2005
Gilberts	263	1,493
Pingree Grove	183	288
Plato Center	NA	NA
Lily Lake	NA	NA

April 1, 1984

ERIC Clearinghouse for Junior Colleges
AUG 16 1985